December 31, 2019

To the Graduate Program:

   This project, entitled "Providing assistance to mainstream classroom teachers throughout the Content-Based method." and written by Oscar Daniel Vega Alvarez, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

             _____

             Paula Wilder, Advisor

We have reviewed this
Project and recommend its
acceptance

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Michelle Plaisance,
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Chair, Department of English

             Accepted for the Graduate Program

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             Jane C. Girardi

PROVIDING ASSISTANCE TO MAINSTREAM CLASSROOM TEACHERS THROUGHOUT THE

CONTENT-BASED METHOD

Presented to
The graduate program
of
Greensboro College

In Partial Fulfillment
Of the requirements for de Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
Oscar Daniel Vega Alvarez

December 2019

Advisor: Dr. Paula Wilder

Abstract

Immigration has made an impact on schools in the United States, bringing many changes in the classrooms. One of the changes is the variety of languages and cultural differences among students, making teachers face difficult situations because of the language barrier, especially when dealing with students with no English skills to establish communication with. All these changes have made schools aware of the need for teachers to become trained to take culturally and linguistically diverse (CLD) students to a higher level of linguistic competencies. Even though schools do their best to provide an effective educational system, the language and cultural differences create gaps in the learning process. For this reason, providing teachers with accurate training aimed at CLD students' needs in the classroom is important to the success of the content and the second language acquisition. Therefore, this project shows reasons why it is pivotal for mainstream classroom teachers and schools to embrace strategies, such as the Content-Based Instruction to deliver lessons where the language and content are equally important, without ignoring CLD students' backgrounds and culture because the language acquisition process becomes easier when the CLD students' background is considered as a key factor in the classrooms.

Acknowledgements

I would like to thank my thesis advisor Prof. Paula Wilder for all her support throughout my writing. She consistently allowed this paper to be my own work but steered me in the right direction whenever she thought I needed it.

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Chapter One: Introduction

The increasing Hispanic population of immigrants in the U.S. is making the country another home of their culture where they seek better opportunities for their future although struggling at the beginning. Currently, it is estimated that 57.5 million Hispanic people live in the U.S. (Hernandez & Gutierrez, 2017), and this number is projected to continue to increase over time. In the same way, the number of Hispanic students enrolling in the public schools has increased, bringing with them a diversity of cultural traits into the classrooms that can be seen by the mainstream classroom teachers as either causing difficulties in the delivery of the content due to the language barrier or as opportunities to expand knowledge of cultures in both populations (Hispanic and American natives). Viewing the cultural diversity as a positive is important since this current growth is estimated to triple the current number in the near future (Herrera & Murry, 2016).

Taking into account this population growth and the language barrier, new ways to address the teaching practice with the Hispanic population is needed in the classroom with mainstream classroom teachers that, somehow, may feel frustration when attempting to deliver their classes without much success because the language difference has become a barrier between themselves and their students, or they feel they can only cover the English native students' needs leaving aside the Spanish speakers' population, who are the minority, but still members of the public schools. Many mainstream classroom teachers try to find ways to teach Hispanic children. Some of the most common strategies, which are basic, is to speak more slowly, show the objects to the students so they know what the teacher is talking about, and even make gestures with their hands

as a tool to facilitate the communication. These strategies work many times, especially when the students are developing their basic Interpersonal communication skills (Herrera & Murry, 2016), but when it comes to the teaching content, it is hard to explain deeper concepts. Teachers can make physical movements and hand gesticulations to make themselves clear, but the meanings of the vocabulary that students must know in their grade level are difficult to teach, and students must be able to master them in their specific grade-level to be ready for their benchmark testing.

Based on these language difficulties presented in the classroom, mainstream classroom teachers must be trained to support their Hispanic population to guarantee a better understanding of the topics and concepts they are to learn in a third-grade level class. Herrera and Murry (2016) stated, "Students who learn effectively will be goal-driven, active, engaged, collaborative, thoughtful, and intent on reasoning" (p. 4). Having students focused on their learning process with discipline and motivation helps them to feel more confident when working towards improvement, especially when teachers remind them of their goals pertaining to the English language acquisition and the great improvements they may achieve if they keep their motivation up to potential. According to Rashid and Akram (2019), "Successful learning of students is consistently associated with their motivation" (p. 58). Students seem to achieve their academic goals when they are motivated, and when they have clear reasons to make big efforts towards the acquisition of the English language.

Therefore, teachers who are aware of the different methods concerning culturally and linguistically diverse students have greater opportunities to be successful in their lesson plans. The content-based instruction (CBI) method provides educators with several strategies to enhance their teaching practices, such as adapting the method to authentic language use, giving instructions on creating content and language objectives, making classroom environment

arrangements, and providing a variety of activities to adapt based on the curriculum of the content area. Applying the CBI method in a mainstream classroom helps to target with more accuracy the Hispanic population's needs without ignoring the English native students because content and language work together. According to Herrera and Murry (2016), "Culturally and linguistically diverse students learn their second language most effectively when academic content rather than the structure of the language itself is the context of language instruction" (p. 221). This way children would be learning the English language through the topics taught by the teachers in the classroom.

Therefore, this project pursues a well-designed workshop focused on the third-grade level mainstream classroom teachers to address their needs regarding the Hispanic population as well as the English native speakers to work together towards an effective way to acquire the English language. The workshop will define the CBI method and the benefits for CLD students. Also, a lesson plan will be designed under the content-based instruction method to help teachers visualize their classes with a more global outlook allowing the cultures to be an interesting topic to share between Spanish and English speaker students. Furthermore, it will be a great experience for mainstream classroom teachers to expand their knowledge on dealing with language barriers, to foster their creativity to the point of adapting the different topics from their specific content areas to the students' needs, to embrace more fully the different cultures that come along in their teaching experiences, and also, to be able to acknowledge students' effort in the language learning acquisition process.

Chapter Two: Literature Review

The U.S. has been a country of diverse people from many different cultures around the world who migrated seeking a better life. For this reason, the number of immigrant families have increased. These families bring their children, enrolling them in the U.S. schools to be educated. According to the National Center for Education Statistics (2016), the number of CLD students continue to increase in the schools and higher education in the U.S. Because of this population growth, teachers face difficulties in teaching their content due to their lack of knowledge in dealing with students of other languages. Nevertheless, educators are expected to impart knowledge to their students in the classroom, and they are to find strategies to, somehow, take the knowledge to these CLD children. According to Milken (2018), "The effective teacher in the classroom is both the starting point and the engine of excellent and meaningful education" (p. 1). However, willingness and meaningful teaching may not be enough when barriers like the language differentiation are faced in the classroom and strategies seem not to be effective.

Currently, schools in the U.S. are receiving and providing education to a great number of culturally and linguistically diverse (CLD) students in their classroom, which results in language barriers. For this reason, Falconer and Byrnes (2003) reported that "In the United States today, schools are facing important demographic changes in their students' populations as a result of increased enrollment of culturally and linguistically diverse (CLD) children" (p. 188). This cultural diversity has brought concerns among mainstream classroom teachers who struggle in the classroom when trying to communicate and teach content to ELLs because they simply do not know how to impart knowledge under language difference conditions (Pang, 2013). Also,

these same classroom teachers are responsible for meeting the ELLs students' needs regardless

of their lack of specific training related to teaching CLD students (Warren, 2018). Therefore,

Pang (2013) supported that teachers should take courses to expand their knowledge of CLD

students, so they have better understanding about CLD children's needs and how to help these

students adapt to the new school system. Also, Robinson, Cole and Clardy (2011) highlighted the

need to prepare teachers to help CLD students, not only in their learning acquisition process, but

also to adjust to the new culture.

Culturally and Linguistically Diverse (CLD) Students

Diversity is taking place in the U.S classroom schools, embracing new cultures and ways

to learn. Herrera and Murry (2016) defined CLD students as, "a group of individuals whose

culture or language differs from that of the dominant group" (p. 5). Also, another common term

used to address these students is English language learners (ELLs) (Gonzales, Pagan, Wendell &

Love, 2011). CLD students are responsible for bringing new culture traits into the classroom, and

they also bring with themselves their own way of learning (Herrera & Murry, 2016). For this

reason, teachers should be familiar with the CLD students' culture and background. The

background may be used as a tool to find a middle point and link both cultures in the classroom

to help the newcomer feel welcomed. Therefore, Pang (2013) proposed that, "when designing

lessons, create activities that focus on introducing multicultural contents, and use materials,

which are familiar to children from CLD families" (p. 79). Involving topics that are related to the

CLD students is a way to activate their prior knowledge to foster communication among students

from both cultures to smooth their adjustment period in the new country.

Similarly, another issue CLD students go through is the adjustment period where they face many changes, such as understanding the new educational system and school's culture (Herrera & Murry, 2016; Gebhard, 2012). It is not easy to go to a new school to learn where there are new ways, approaches, and methodologies to learning, especially if the new school is in a different language from the student's native language. Zhou, Frey and Bang (2011 as cited in Gebhard, 2012) stated that "students often have trouble understanding professors' expectations and grading style" (p. 1). Therefore, students may feel confused in their first months of their arrival to the schools, and they try to understand and compare the new school system to the one they had back home. Additionally, the school culture plays a pivotal role because the new culture is part of their daily routine. These CLD students are exposed to and forced into social interactions with teachers and English native speakers. As a result of being involved in school activities, CLD students get used to the new culture, embracing new perspectives that will be part of their new learning process along with the teachers' help to be engaged and excited to learn together (Gonzalez et al., 2011).

Mainstream Classroom Teachers and Diversity

Teachers play such a pivotal role in all the students' learning acquisition processes. Therefore, teachers should be able to create a meaningful learning environment to engage students in their classes (Salgado, Mundy, Kupczynski, & Challoo, 2018). This meaningful learning should be available, not only for English native speakers, but also for diverse learners, whose population number has increased in the U.S. due to a large-scale immigration (Mattai, Wagle, & Williams, 2010; Pang, 2013). For this reason, schools in the U.S. are welcoming many students from diverse cultures, enriching the culture and the education system (Moloney &

Saltmarsh, 2016). Due to this cultural embracement, the language barrier between teachers and CLD students is increasing; therefore, new ways to address this population are needed. Falconer and Byrnes (2003) expressed that "teachers need more opportunities to develop the skills, knowledge, and positive attitudes necessary to be effective educators of young, culturally diverse students" (p. 199). The more experience teachers have with CLD students, the better results they may have in their teaching, especially when they consider factors like the students' background.

It is important to note that CLD students' background is crucial for their English learning acquisition process. Therefore, teachers should be aware of their CLD students' culture to know more about them and be able to use that information to develop strategies to support their learning. Krasnoff (2016) stated that "Teachers must be prepared with a thorough understanding of the specific cultures of the students they teach" (p. 1). Thus, cultural traits that CLD students bring with them into the classroom may be an instrument that teachers can use to engage them in their class topics. When teachers consider the CLD students' culture to teach their classes, they give these students opportunity to be part of the class, contribute, and show their prior knowledge to verify their understanding and proficiency in the different topics based on the grade level. Likewise, Moreno and Segura (2014) pointed out that "The development of cultural competency provides educators a better understanding of how culture impacts students' motivation, aggression and locus of control, all of which are key dimensions for behavioral and social success in the U.S. schools" (p. 44). For this reason, when teachers develop certain awareness for the new culture, CLD students feel they are important to the teacher and any piece of knowledge they bring into the classroom is considered important to the students.

Supporting mainstream classroom teachers with professional development training in how to deal with culturally and linguistically diverse (CLD) students should have a positive

impact in these students' learning processes. Lucas and Villegas (2013) proposed that "Because so many practicing teachers are unprepared to teach this population, school districts bear much of the responsibility for providing professional development for teaching ELLs" (p. 99). Conversely, Pang (2013) stated that "It is the responsibility of higher education institutions to prepare culturally competent PreK-12 educators" (p. 77). Regardless of where the responsibility lies, both scenarios are seeking for plans that suit CLD students' needs, and teachers can be more effective in their teaching practice.

However, there are simple strategies that mainstream classroom teachers can apply in their classes with their CLD students. These strategies can embrace simple sentences or words in order to create a friendly atmosphere among teachers and students, such as "hello" and "thank you," so students feel more confident in the classroom (Pang, 2013). Also, they can use supporting words with visual and gestures, point out specific objects, and keep regular routines, so the CLD students get used to and understand meanings from a new environment (Gonzalez et al., 2011). When teachers become aware of the CLD students' requirements for their learning acquisition, they are able to identify specific weaknesses in their process, which are the appropriate skills and attitudes that CLD teachers should develop to support effective learning (Moloney & Saltmarsh, 2016). Also, they are able to disregard any misconception of learning disability when it may not exist (Moreno & Segura, 2014).

Second Language Acquisition

Equally important, the acquisition of a second language is the process of learning a language different from the mother tongue, and this process requires a first language as the foundation. Thus, Lopez (2019) stated that "The first language primary role is to provide

scaffolding" (p. 21), which helps the students to attempt to use the target language to communicate. For this attempt to be successful, the stages of a second language acquisition need to be considered that, according to Hong (2008), they occur in five stages, which are useful to understand the acquisition of a new language. The first stage is the preproduction where students imitate the teacher, and they can learn up to 600 words, but they are not communicatively effective. It is common that students go through a "silent period," but they may show comprehension through gestures and movements (Hong, 2008). After this, in the early production stage, comprehension is limited, but the students may be able to develop close to 1000 words. Also, they are able to speak in one- or two-word phrases including routine expressions. Hong (2008) also posited that in the speech emergence stage good comprehension exists where students develop an amount of vocabulary of approximately 3000 words. Therefore, they may use simple phrases to convey their ideas; also, the first simple questions take place. Moreover, due to their expanded vocabulary, they start feeling more comfortable initiating short conversation because their affective filter seems to lower (Krashen, 1982). At this stage, students develop their basic interpersonal communicative skills (BICS) good enough to communicate with their peers (Herrera & Murry, 2016). Next, the proficiency stage emerges where the students develop a vocabulary of about 6000 words, and students begin to use more complex sentences that allow them to participate more in groups (Hong, 2008). Finally, the advance fluency stage appears where the CLD students' comprehension is close to a native speaker. This stage may take up from 5 to 7 years where the students achieve a cognitive academic language proficiency (CALP) (Herrera & Murry, 2016) good enough to participate in their grade-level classroom activities. When teachers are aware of these stages, the learning process for CLD students can be more smoothly developed along with the teachers' assistance, and for this reason,

the teachers need to be knowledgeable of the step-by-step process of the second language acquisition process.

The Content-Base Instruction (CBI) Method

Learning a second language with success requires appropriate directions to foster students' willingness to learn the target language. Since second language learners already know a language, which is their mother tongue, they have skills developed that are expected to transfer in the second language acquisition (Khalili, Hadaehgi, & Mahdavi, 2015). These skills are shaped throughout the exposure to the second language to maximized meaningful interaction (Krashen, 1981). Therefore, teachers are required to know about strategies that facilitate the second language learning to guarantee higher percentages of language acquisition from students.

Herrera and Murry (2016) defined the content-based instruction as means of delivering second language instructions using academic content. The content-based instruction is different from regular classes because the content comes first, and language takes a second place; however, both are required in this approach. Stoller (2004) considered that the CBI is distinguished by its dual commitment to language and content goals. Moreover, Amiri and Hosseini (2014) supported that "CBI tries to develop both the students' language and their content knowledge through providing them with authentic, meaningful academic contexts" (p. 2158). The combination of both language and content has made the CBI a popular approach with the main goal to help students to be effective in the second language acquisition through the development of language skills and subject knowledge (Karim & Mosiur, 2016). Also, the content-based instruction is rooted in the principles of the communicative approach because students are to exchange content knowledge through the use of the target language (Villalobos,

2013). Teachers use the CBI in their teaching practice due to all the benefits that contribute to their class objectives where students have the opportunity to develop their language learning skills.

Furthermore, Pessoa, Hendry, Donato, Tucker, and Lee (2007) stated that "Content-based instruction is beneficial because classroom tasks provide a context for language learning, are more cognitively demanding, and reinforce the existing school curriculum" (p. 103). However, they pointed out that an excessive focus on language form may occur because educators may not be familiar with the academic subject. Therefore, Karim and Mosiur (2016) highlighted that "teachers have to have a wider idea about the content they are teaching in the class" (p. 257). This content knowledge is a key factor to follow properly the CBI method in the classroom. Also, the positive interaction between teachers and students leads to an effective implementation of the CBI (Karim & Mosiur, 2016). The interaction between teacher and students should be meaningful and effective since one of the main roles of the teachers is to help students to process the language, understand the content presented by the teacher, and keep a high level of enthusiasm during the activities (Mahawattha & Premaratne, 2015). For this reason, Krashen (1981) claimed that language learning happens when students engage in activities that are meaningful, challenging, and important to their needs without focusing only on forms and structures. Morioka, Takakura, and Ushida (2008) commented that through the active participation in these kinds of activities, "students can develop critical thinking skills, language learning strategies, communicative strategies, and greater depth in culture learning" (p. 634). In addition, Short (1994) commented that "it is important to expose students to a mix of authentic and adapted materials because a major goal for language teachers who integrate content in their instructions is to prepare students to read mainstream textbooks" (p. 589). As a result, to engage

students effectively, teachers should develop CBI activities with an interesting theme that students may be interested in to foster their motivation to learning (Herrera & Murry, 2016). For this reason, it is important to create authentic materials from a variety of sources, such as newspapers, magazines, and TV shows to adapt them according to the students' needs and interests (Peng, 2017).

In addition, motivation and interest in the content-based instruction plays a pivotal role in students language acquisition. Karimi, Lotfi and Biria (2019) defined motivation as "an important factor, a basic component of human performance, and a driving force determining why someone chooses to do something" (p. 753). Therefore, Lai and Aksornjarung (2018) expressed that "interest and motivation are critical factors which help achieve the goals of CBI" (p. 44) because when students are motivated and interested, they engage with the topics and the lessons from the contents more easily. In fact, Stoller and Tedick (2003) considered:

> One of the most effective ways to build students interest, enhance motivation, and promote the learning of subject matter is to expose students to extended input that stems from a variety of sources, representing a range of perspectives and genres. (p. 1)

Moreover, Morioka et al. (2008) considered that, "by being engaged in these activities, students can develop critical thinking skills, language learning strategies, communicative strategies, and greater depth in culture learning" (p. 364). These latter achievements help the CLD students to become independent students in the classroom and gain more knowledge on culture. In addition, the independence that students gain from developing critical thinking goes beyond the classroom (Villalobos, 2013). In other words, the skills that students develop in the classroom through the CBI activities are put into practice in the outside world.

Students' Attitude Towards the CBI

Reid (2003) has introduced attitude as "evaluations of something or someone" (p. 39). Attitude is an affective factor that contributes to the learning or failure of the learning process, and attitude has a great effect on the learning outcomes (Calderon & Molina, 2018; Zhao, 2015; Fatiha, Sliman, Mustapha & Yahia, 2014). However, Khatib and Askari (2012) explained that, "language attitudes are different from other general attitudes in the sense that they are specifically about language and speakers of the language" (p. 37). In other words, Khatib and Askari suggested a different point of view of attitude from a learning perspective that establishes goals related to language acquisition. Also, Zhao (2015) noted that, "learning attitude is concerned with a learner's learning experiences, beliefs, values as well as a learner's educational background" (p. 2335). That is, students' attitude is not apart from learning because both are required to trigger learners to follow and achieve language goals (Vahdany, Saboury & Ghafarnian, 2015). Following this line, much of the success of the second language acquisition is due to the students' attitude and not only to intellectual skills (Saeed, Iqbal, Akhtar & Saleem, 2014; Farani & Fatemi, 2014). Moreover, Tadayyon and Ketabi (2014) added that students can have a positive or negative attitude towards a specific language, and this attitude can have an impact on the acquisition of the language.

Therefore, when the students' attitude is not favorable to the learning process, many problems emerge in the classroom. Nevertheless, this unfavorable attitude may be addressed by the teachers once identified. In fact, Oroujlou and Vahedi (2011) explained that "An attitude is relatively enduring because it is learned, it can be unlearned. Because it is learned, it can be taught. Liking a foreign language can be learned" (p. 997), which means that any external situation regarding the second language acquisition may influence the students who carry this

type of negative attitude and change it into a positive attitude because holding a positive attitude about learning a new language guarantees better results (Khatib & Askari, 2012). Likewise, Tadayyon and Ketabi (2014) posited that "for language learners to succeed in the process of learning a new language, they ought to have positive attitude towards the target language" (p. 609). For this reason, teachers are to promote students' positivism in their attitude, to help them achieve their academic goals, and to foster pursuit more knowledge in their future (Popham, 2011).

Conclusion

This chapter reviewed the current situation that the schools in the U.S. are going through pertaining to the students of other languages who come to the country and are enrolled, bringing with them their culture and learning style, having as a result a barrier between mainstream teachers and themselves. These students are referred to as CLD students because their culture and language are different from the dominant group (Herrera & Murry, 2016). The research proposes the CBI method as a tool to help students to learn content as they learn the English language. Also, the CBI benefits mainstream classroom teachers who may not be trained in assisting CLD students in their classroom. Besides, the research highlights the importance that attitude plays in the students' performance and learning process in their classrooms. For this reason, the implementation of strategies that may enhance the students' learning process, such as the CBI method is pivotal because this method of instruction is twofold where language and contents work well together.

Chapter Three: Project Design

In this chapter, I intend to explain the rationale of creating a workshop for mainstream classroom teachers who struggle in the classroom with the population of culturally and linguistically diverse (CLD) students as a way to improve their classes. This workshop will assist teachers to find ways to deliver their lesson plans with greater ease with CLD students and English native speakers in the same class by using the Content-based Instruction (CBI) method as a means of combining language and content learning. Teachers would, not only be focusing in content objectives as they usually do, but also they would engage language objectives. According to Herrera and Murry (2016), content and language objectives should have specific connections to the topic in question. In other words, teachers should give special attention when creating both, content and language objectives since they both need to match the theme.

The CBI is a method that has become important due to the increasing population of English language learners (ELLs) in the U.S schools (Park, 2009). Thus, it is necessary that mainstream classroom teachers become aware of the changes that globalization is bringing to the country, becoming more evident for the need for foreign language skills in order to prepare more competent students for the labor market. Therefore, implementing the CBI may foster teachers to find and explore ways to bring all the knowledge in terms of content, language, and culture to the students based on their grade levels. The CBI method offers a variety of opportunities for teachers to create an appropriate environment according the content as well as for students to get involved in that environment to learn academic content and the English language.

The CBI method allows the teacher to select the content that students may find interesting to learn. For this reason, selecting the content plays an important role because content determines the students' motivation and attitude toward the learning process (Karim & Mosiur, 2016). The students' motivation triggers their willingness to be active participants during the activities to promote their success. As a matter of fact, Nursyaheedah, Noor Azlinda, Nabila, Mohamad, and Safirul (2018) stated that, "if the students experience success, the attitudes are reinforced, in contrast, if the students experience failure, the attitude becomes more negative" (p. 2). That is to say that, as teachers, we want to keep our students fully engaged in all the activities, making sure that the learning is taking place effectively, and that the students keep their motivation and a positive attitude toward any classroom task.

The final product of this project is to create a workshop to provide accurate information to mainstream classroom teachers about the CBI method. The CBI is a twofold method that incorporates the acquisition of the English language while learning concepts from a specific subject. Therefore, teachers will learn to create language objectives for their topics to examine CLD students' progress in the acquisition of the English language. Also, they will create content objectives to examine CLD and English native students' progress pertaining to academic development. As a matter of fact, both populations of students (CLD students and English native) are being examined under the same objectives regardless of the language difference. The language differentiation between the two populations of students (CLD and English native) becomes a reason for teachers to understand the five stages of the second language acquisition that Hong (2008) proposed as a way to recognize where students are, and where they need to be as they go through the English learning process. These five stages will be explained to teachers with detailed information of the characteristics of the students according to their English levels

because it is pivotal that teachers, who have CLD students in their classes, handle the steps of the second language acquisition process because this knowledge may help them to create lesson plans that focus on the CLD students' needs.

Ultimately, this workshop will provide a lesson plan based on the CBI method of instruction that works as a sample for mainstream classroom teachers to follow in their future lesson plans. This lesson plan will provide information pertaining to the selection of a theme, the creation of language and content objectives, classroom environment, and instructional materials that can be obtained through the library, an internet search, or adaptation from other sources to meet the students' needs. Also, visual aids, such as pictures will be applied to help students consolidate the information or the topic they would learn. Moreover, creating lesson plans based on the CBI method promotes both communicative and linguistic competencies (listening, speaking, reading, and writing) that students are required to master as they participate in natural classroom activities (Quintero & Lopera, 2016). To put it another way, the activities should encourage students to use all the four domains for a truly comprehensive second language acquisition.

Chapter Four: Teacher Workshop

In order to help mainstream classroom teachers to improve their classes for culturally and linguistically diverse (CLD) students in their classroom, and also, involving English native students, I have developed a workshop that will help teachers to embrace this population of students in their teaching practice by creating lesson plans to enhance their class instructions so that CLD students can develop language skills and achieve academic goals. In addition, this workshop will explain the second language acquisition stages with detailed characteristics, so teachers become aware of the English learning process in their classes. Next, the CBI method will be presented with the main features to facilitate the creation and the delivery of their lesson plans.

Moreover, this workshop will provide teachers new ideas to adapt lessons based on the CLD students' needs and the curriculum. Teachers will be able to create language and content objectives since a potential word list of verbs will be provided. This list contains a variety of verbs that reflect the different levels of cognitive complexity that need to match the levels of the different planned activities by the teachers, too. This workshop will be supported by the use of a PowerPoint presentation. The presentation embraces four main sections:

- ✓ CLD students and mainstream classroom teachers.
- ✓ The second language acquisition stages.
- ✓ the CBI method.
- ✓ Sample of a lesson plan on the CBI method.

Workshop Section One: Introduction to Culturally and Linguistically Diverse (CLD) Students.

In the first section of the workshop, I will introduce the term CLD students and define it according to Herrera and Murry (2016). This will be presented on a PowerPoint slide (Figure 4.1. See also Appendix A, Slide #2) to open the discussion about students who come from different cultures. Next, the teachers will be asked if they have any knowledge or have heard about this term before and what they know about CLD students.
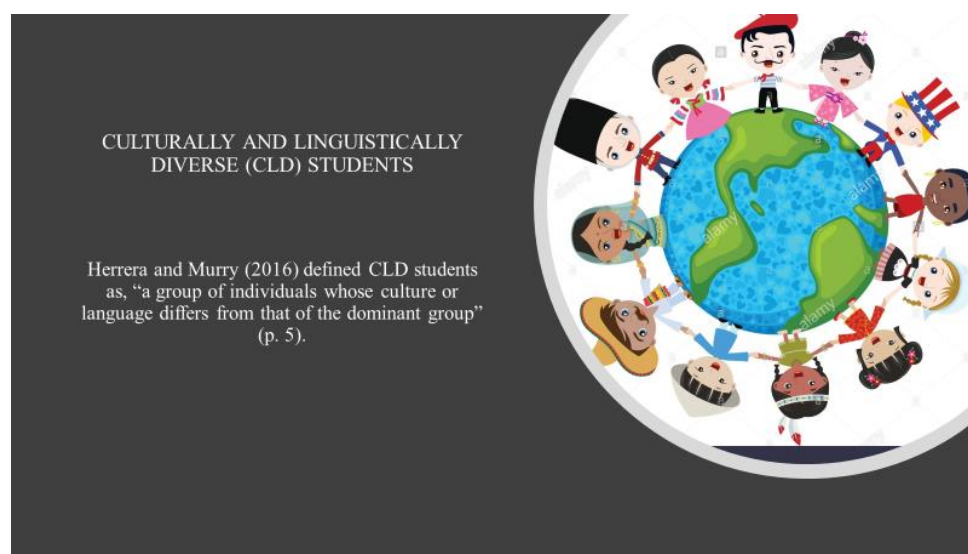

Figure 4.1 Culturally and Linguistically Diverse Students

Next, I will explain the impact of the growing CLD population in the classrooms of the U.S. schools (See Figures 4.2. See also Appendix A, Slides #3). Also, I will ask teachers to share their experience with the CLD students they may have had in their classes to discuss more details based on their teaching experience.

Figure 4.2 Population Increasement of CLD Students

After this, I will explain the struggles that mainstream classroom teachers go through with the CLD students in their teaching in the classroom. In addition, I will share the suggestion by Pang (2013) that teachers should take courses to expand their knowledge of CLD students (See Figure 4.3. See also Appendix A, Slide #5).

Figure 4.3 Concerns with CLD Students in the Classroom

Finally, I will explain the importance of knowing our students background to use that information to develop strategies to support the learning process. In the final part of the first section of this workshop will be a brief discussion to reflect on what do they (teachers) know about CLD or ELLs. (See Figure 4.4. See also Appendix A, Slide #5).

1. What do you know about your current CLD students? (if you have)

2. What can you do to reinforce or strengthen your teaching instructions with the ESL population that you have in your classroom?

3. Do you consider your CLD students' background when planning your classes?

4. Have you learned any key words or vocabulary in your CLD students' mother tongues to use in the classroom?

CLD STUDENTS' BACKGROUND

Krasnoff (2016) stated that "Teachers must be prepared with a thorough understanding of the specific cultures of the students they teach" (p. 1).

Figure 4.4 The Background

Workshop Section Two: Understanding the Second Language Acquisition Stages

In this section, I will explain the importance of the first language and the impact on the second language (Figure 4.5 and 4.6. See Appendix, Slides #6 and #7).
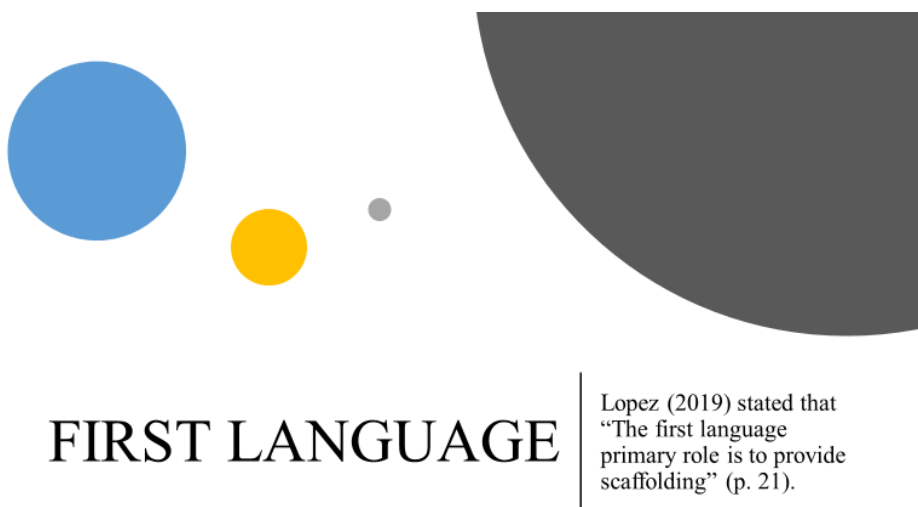
Figure 4.5 First Language Acquisition

Figure 4.6 Second Language Acquisition

Then, I will introduce the five stages of the second language acquisition process that Hong (2008) stated to describe specific characteristic of the CLD students based on the stage they find themselves. I will start with the first stage: the pre-production stage (See Figure 4.7. See also Appendix A, Slide #8).

Figure 4.7 Pre-production Stage

Second, I will explain the second stage of the second language acquisition stage: the early

stage (See Figure 4.8. See Appendix A, Slide #9).
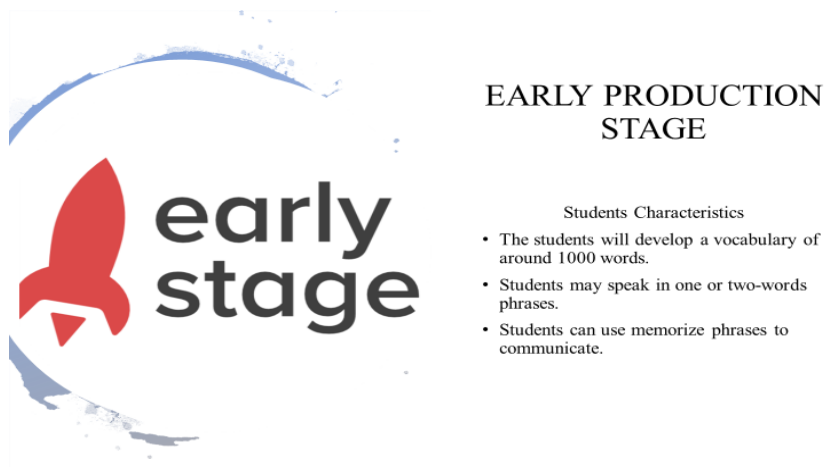
Figure 4.8 Early Production Stage

Third, I will introduce the following stage of the second language acquisition: the speech

emergence stage (See Figure 4.9. See Appendix A, Slide #10).
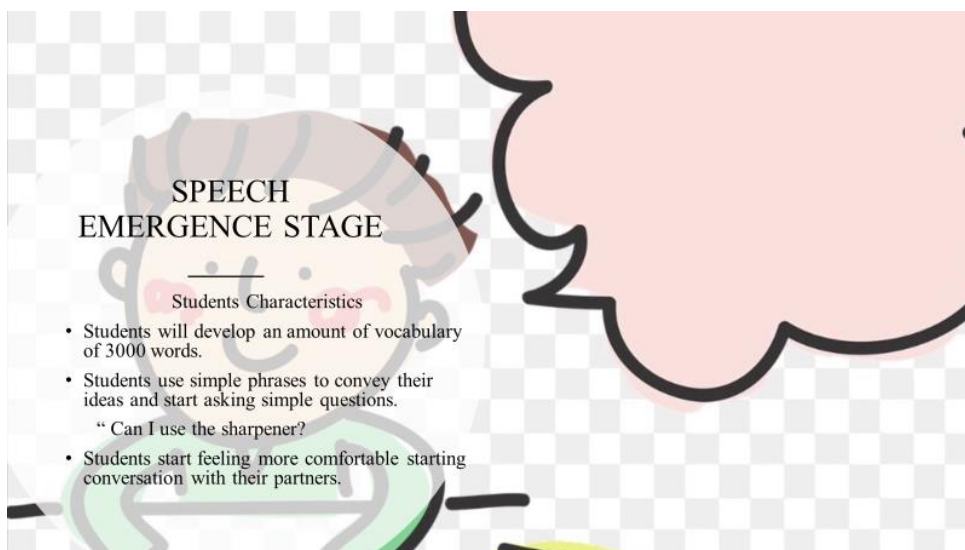
Figure 4.9 Speech Emergence Stage

Fourth, I will mention the proficiency stage of the second language acquisition process

(See Figure 5.0. See Appendix A, Slide #11).
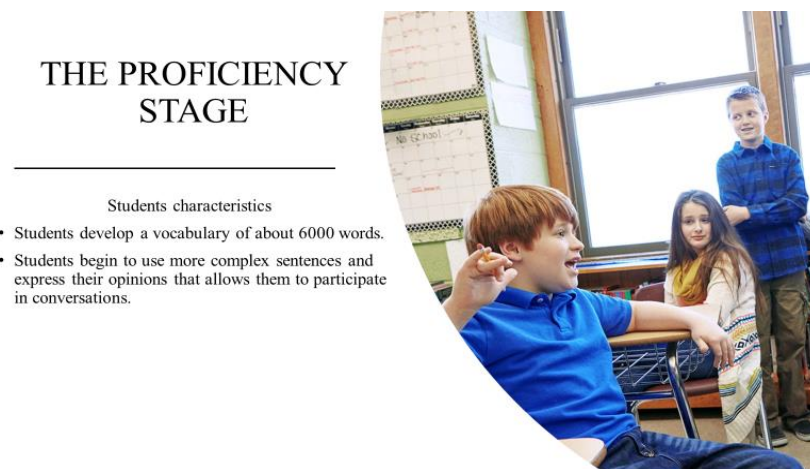
Figure 5.0 Proficiency Stage

Finally, I will explain the last stage of the second language acquisition: the advanced

fluency stage (See Figure 5.1. See Appendix A, Slide #12).

Figure 5.1 Advance Fluency Stage

Workshop Section Three: The Content-Based Instruction Method

In this last section, I will explain the CBI method of instruction to provide a sample of a lesson plan that will help teachers as a guide to create their own. (See Figures 5.2 and 5.3. See Appendix A, Slides #13 and #14).
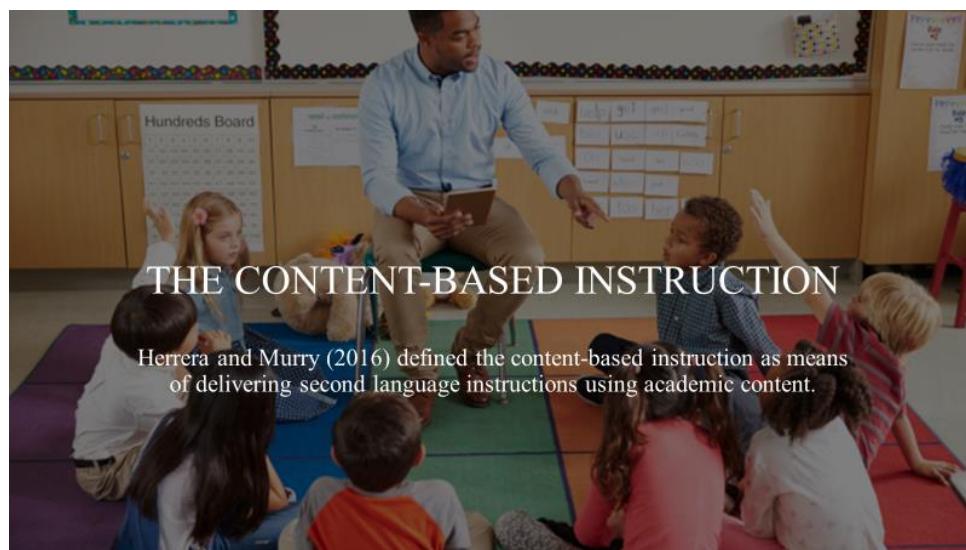
Figure 5.2 Content-Based Instruction
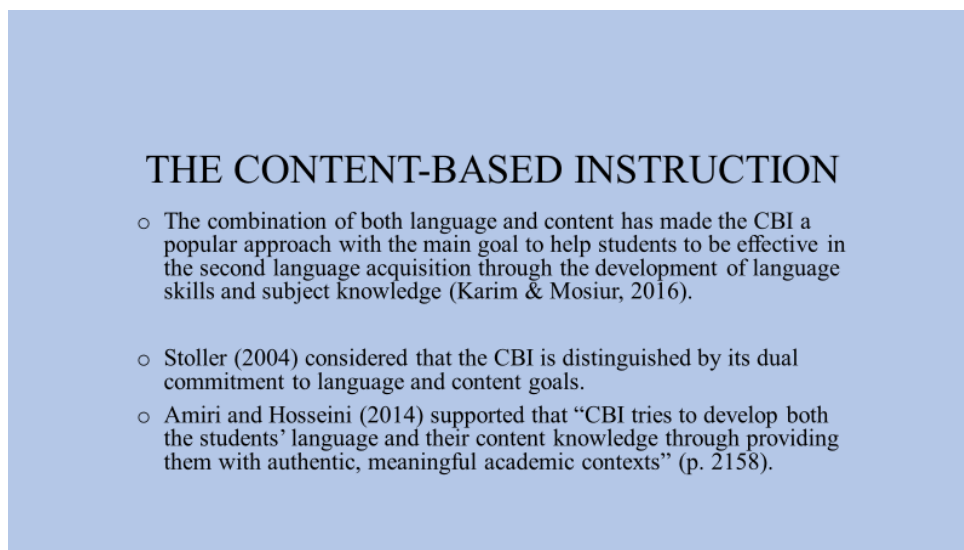
Figure 5.3 Language and Content

After this, I will explain the strategies and methodologies to create lesson plans based on the CBI method. The importance of creating language and content objectives. Also, I will provide a list of potential words to create both types of objectives (language and content). (Figures 5.4 to 5.8. Appendix A, Slides #15-19).
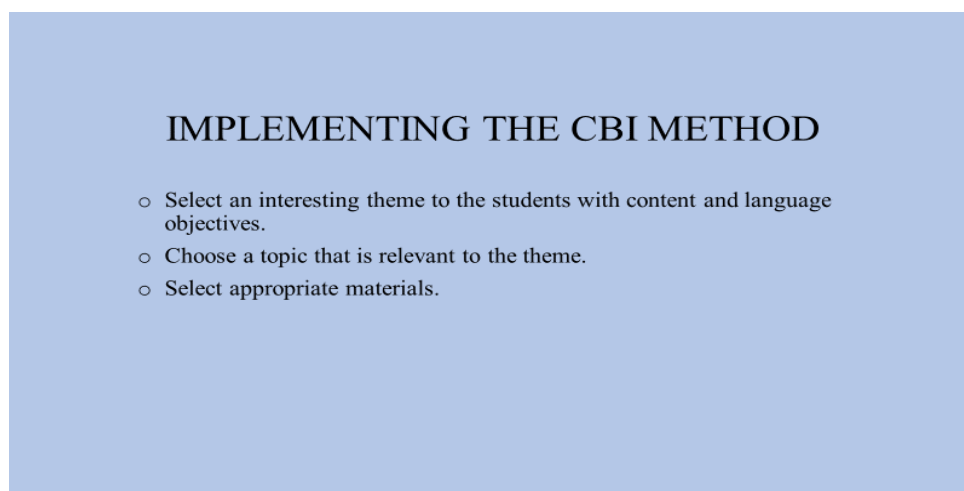
Figure 5.4 The Method

INSTRUCTION

- o Pre-teach specific and key vocabulary related to the topic. Examples:
    - Graphic organizers, webbing, or vocabulary map
- o Relate the topic to the students' background. For example:
    - help students to make connection of the topic to past experiences.
- o Facilitate collaborative learning. For example:
    - make a variety of grouping, foster independence among students.
- o Use activities to integrate literacy. For example:
    - Challenge students to engage in the content to learn.
    - Provide opportunities for students to integrate listening, speaking, reading, and writing.

Figure 5.5 Instructions

INSTRUCTION

- o Engage CLD students cognitively. For example:
    - Activities, such as doing research, plays, poetry to make sure they understand the meaning of the lesson.
- o Use visual support for the topics. For example:
    - T-charts and KWL charts.
- o Organizing developing centers by arranging smalls groups where they can work in different activities, related to the topic, as the teacher rotates to provide individual assistance.

Figure 5.6 Instructions

INSTRUCTION

o Engage CLD students cognitively. For example:

  - Activities, such as doing research, plays, poetry to make sure they understand the meaning of the lesson.

o Use visual support for the topics. For example:

  - T-charts and KWL charts.

o Organizing developing centers by arranging smalls groups where they can work in different activities, related to the topic, as the teacher rotates to provide individual assistance.

Figure 5.7 Instructions

PROVIDE ASSESSMENT

FORMATIVE ASSESSMENT

o Teachers conduct quizzes and tests throughout the CBI lessons.

  - Provide a clear feedback

o Engage students in short conversations about the topic to check understanding.

o Foster students to assess their own comprehension.

SUMMATIVE ASSESSMENT

o Teachers evaluate the students' progress at the end of the course, year, or term.

o Create a rubric with the students, so they have insight of what will be evaluated.

Figure 5.8 Assessment

Workshop Section Four: Sample of a Lesson Plan on The Content-Based Instruction Method

       In this section, I will present a lesson plan based on the CBI method that will provide features from this method of instruction, so teachers may apply their own ideas according to the characteristic of the instructional method in their future planning. Also, they can adapt the CBI method to their specific teaching subjects.

Table 5.9 Lesson Plan Sample on The Content-Based Instruction

Subject: Science	**Theme:** Ecosystem

Essential standard:
3.L.2 Understand how plants survive in their environments.

Language objective:
SWBAT to listen to the video/teacher's explanation about the ecosystem in order to understand the difference between living and non-living things.   SWBAT share in cooperative groups what they understand about living/non-living things by presenting their ecosystem posters.

Content objective:
SWBAT understand the concept of the ecosystem and how they work.   SWBAT differentiate living and non-living things.   SWBAT design an ecosystem by using key words from the class.

Materials/Technology: Whiteboard, markers, graphic organizer, pictures, TV, computer, projector, a rock, a turtle

ACTIVITY	DESCRIPTION OF THE ACTIVITIES
FOCUS	✓ The teacher will ask to the students what they know about "The ecosystem." Then, the teacher will show them a picture of an ecosystem (See Appendix C), and they will read the vocabulary from the picture. ✓ The teacher will ask the students where they have seen an ecosystem like the one from the pictures. Then, have the students to share their experiences.

TEACHER INPUT	✓ The teacher will provide a graphic organizer with pictures to students with the words they should know to able to explain what an ecosystem is (See Appendix D) ✓ The teacher will read the graphic organizer to the students and let them know that they can use it anytime they need it. ✓ The teacher will explain the concept of living/non-thing with a rock and living turtle along with the ecosystem concept by showing the picture of the ecosystem (the one from the warm-up). ✓ The teacher will show the students a video to better understand the ecosystem. https://www.youtube.com/watch?v=qr_U1P7XwhI
GUIDED PRACTICE	✓ Then, the teacher will ask students to name of the animals and other features they saw from the video to make a list on the whiteboard. As the teacher writes the list, he will ask a question related to each word to make sure the rest of the students understand the meanings. ✓ When the teacher and the students finish their list, they will classify the list into two categories: living and non-living things.
INDEPENDENT PRACTICE	✓ Next, the teacher will ask the students to work in groups to draw an ecosystem (it can be from any of the CLD students' place of origin) with all the features mentioned in class, and they can use the graphic organizer words and words from the video too. ✓ After the students finish their poster, they will present it as a group to the rest of the groups in the classroom. They are to use the new vocabulary to convey their ideas to the whole class. Note: The teacher will organize the groups: CLD students who have less proficiency in English with more proficient students, so they feel more comfortable and challenged at the same time to reduce anxiety. Also, English native speakers will be part of each group. They should share their ideas within the group to make their posters.
ASSESSMENT METHOD	✓ The teacher will ask the students to write all they learned from the class (teacher's explanation,

	pictures, graphic organizer, videos, and the group activity) in a KWL chart (See Appendix E).
CLOSURE	✓ The teacher will play the song about the ecosystem. This song contains key words that students should learn to build their academic vocabulary. The students can sing along if they want to. https://www.youtube.com/watch?v=K3G3CdlZMf0 Note: Students should no be forced to sing along.
EXPANSION ACTIVITY	✓ The students will read the non-fiction book "How ecosystem works" by Julie K. Lundgren. https://www.getepic.com/app/read/54794 . When the students finish reading the book, they will take quiz on it. They must bring the quiz results to next class.

Next, I will provide a list of verbs that can be used to create their content and language objectives. This list of verbs come from the Bloom's taxonomy of cognitive objectives to express the different levels of thinking.

Table 6.0 Bloom's Taxonomy of Objectives

Content Objectives	Language Objectives
Contrast	Describe
Reflect	Inform
Apply	Clarify
Analyze	Paraphrase
Compare	Argue
Demonstrate	Listen to
Identify	Write
Modify	Define
Decide	Rewrite
Prepare	Summarize
Differentiate	Defend
Examine	List
Cooperate	Name
Distinguish	Discuss
Organize	Propose

Infer Design Create Integrate Predict	

Finally, the teachers will develop their own lesson plan according to the CBI method of instructions from their specific teaching position. They will use the provided template (Appendix B). They will take into account all the characteristics of the method presented in the section four of this workshop combined with their knowledge from their subject areas. Moreover, they will use the Essential Standards according to their grade levels and consider their students' personality to create activities that can be carried out in their classrooms. Also, they will create language and content objectives and make sure that these objectives provide English learners with the necessary language skills they need to master in order to communicate by using academic language. As a final step, teachers will deliver the lesson plans for revision to obtain feedback to enhance their new classes based on the CBI method of instruction.

Chapter Five: Conclusion

The second language acquisition is a long and difficult process that requires effort by the learners, especially when they live in the country where this second language is spoken because they may face difficulties that might be challenging. One of the challenges for newcomers could be the adaptation to a new culture where they face differences, such as the way people live, think, and even act towards certain situations. Regardless of this, the reasons to come, stay, and embrace the new culture remains intact when the immigrants have better opportunities for their future.

Schools welcome all students to provide them with effective education and prepare them to be more competent in our society. For this reason, schools should provide the necessary assistance to ELL students who want to learn the language with more accuracy. Despite the efforts from schools, students seem to need more support than regular classes in the classroom where culturally and linguistically (CLD) students can develop all the required language domains to be able to master the language skills that will strengthen their second language acquisition. Besides, the mainstream classroom teachers may not have the knowledge or enough training to address the issues that CLD students meet during classroom instructions or activities. That is to say that currently, educators need to be updated with new strategies and methodologies to aid the CLD population without ignoring the English native speakers.

For this reason, this project attempts to support regular classroom teachers to prepare or plan classes to embrace, not only the needs of English native speakers, but also the needs of CLD students' as it relates to the acquisition of the English language through the Content-Based

Instruction (CBI) method. The CBI method offers educators the opportunity to plan their classes with two kinds of objectives (content and language objectives). Both objectives measure the students' progress regarding their language acquisition and academic knowledge. Moreover, this method of instruction provides teachers with ideas to modify or adapt materials according to the learners' needs. Furthermore, after reviewing the literature, I learned that we, as teachers, may find a balance from having CLD and English native students in the same classroom when putting into practice new techniques or new methods of instructions that aim specific needs.

Creating this project was a great opportunity for me to learn more about the struggles that students from other countries and different languages go through when they arrive in the U.S. Also, working in this project has shed light on my understanding when dealing with CLD students in the classroom and has helped me to find strategies that help the students to keep working and trying to achieve their academic goals regardless of the difficulties that they may face in their language acquisition process. In addition, I hope to help teachers to create classes that provide enough support to fill gaps in terms of language and content that CLD students bring into the classroom. In addition, this project gave me personal satisfaction because I have had the opportunity to help homeroom teachers from my school with their CLD population to monitor their language and academic process.

Appendices

Appendix A: Slides

Slide #1

Slide #2

Slide #3

Slide #4

Slide #5


Slide #6

Slide #7

Slide #8

Slide #9

EARLY PRODUCTION
STAGE

Students Characteristics

- The students will develop a vocabulary of around 1000 words.
- Students may speak in one or two-words phrases.
- Students can use memorize phrases to communicate.

Slide #10
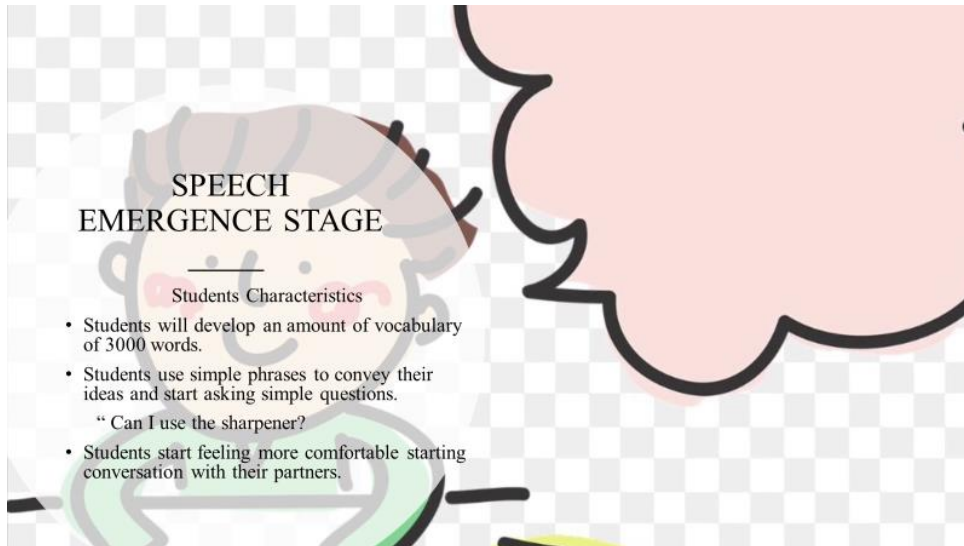
SPEECH
EMERGENCE STAGE

Students Characteristics

- Students will develop an amount of vocabulary of 3000 words.
- Students use simple phrases to convey their ideas and start asking simple questions.

    " Can I use the sharpener?

- Students start feeling more comfortable starting conversation with their partners.

Slide #11

THE PROFICIENCY STAGE

Students characteristics

- Students develop a vocabulary of about 6000 words.
- Students begin to use more complex sentences and express their opinions that allows them to participate in conversations.

Slide #12

THE ADVANCE FLUENCY STAGE

Students characteristics

- Students' comprehension is close to a native speaker.
- It may take up from 5 to 7 years to achieve a cognitive academic language proficiency (CALP) (Herrera & Murry, 2016) to participate in grade-level activities.

Slide #13

Slide #14

Slide #15

IMPLEMENTING THE CBI METHOD

o Select an interesting theme to the students with content and language objectives.
o Choose a topic that is relevant to the theme.
o Select appropriate materials.

Slide #16

INSTRUCTION

o Pre-teach specific and key vocabulary related to the topic. Examples:
   - Graphic organizers, webbing, or vocabulary map
o Relate the topic to the students' background. For example:
   - help students to make connection of the topic to past experiences.
o Facilitate collaborative learning. For example:
   - make a variety of grouping, foster independence among students.
o Use activities to integrate literacy. For example:
   - Challenge students to engage in the content to learn.
   - Provide opportunities for students to integrate listening, speaking, reading, and writing.

Slide #17

Slide #18

Slide #19

Slide #20

Slide #21

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Appendix B

Lesson plan template

Subject:	Theme:
Essential standard:	
Language objective:	
Content objective:	
Learning objectives:	
Materials/Technology:	

ACTIVITY	DESCRIPTION OF THE ACTIVITIES
Focus	
Teacher input	
Guided practice	
Independent practice	
Assessment method	
Closure	

Appendix C

Ecosystem Picture

Appendix D

Graphic Organizer
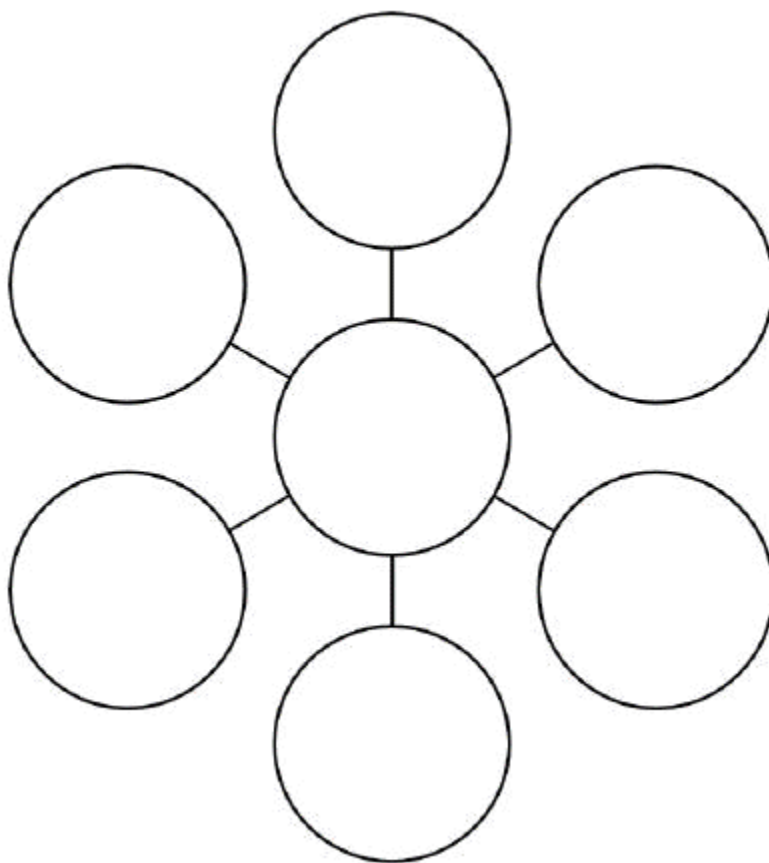
Appendix E

KWL Chart

K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

Appendix F

Template of Content and Language Objectives

Content Objectives	Language Objectives

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